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ABSTRACT

The suggested standards and evaluative criteria are designed to assist hospitals and other residential institutions in evaluating recreation services provided to residents, primarily children and youth. Described are the development of the standards and the rating instrument, guidelines for using the standards, evaluation and scoring procedures, and how to use the results. The checklist of standards and criteria comprises the major portion of the document. The 55 standards are arranged by major category: philosophy and goals; administration; personnel; programing; areas, facilities, and equipment; and evaluation and research. (KW)

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RECOMMENDED STANDARDS
WITH EVALUATIVE CRITERIA
FOR RECREATION SERVICES
IN RESIDENTIAL INSTITUTIONS

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RECOMMENDED STANDARDS WITH EVALUATIVE CRITERIA FOR RECREATION SERVICES IN RESIDENTIAL INSTITUTIONS

PART II

OF

ENHANCEMENT OF RECREATION SERVICE TO DISABLED CHILDREN

DORIS L. BERRYMAN, PH. D.

PROJECT DIRECTOR

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Foreward

ACCOUNTABILITY FOR RECREATION SERVICES
TO
DISABLED CHILDREN AND YOUTH

As people in society today search for ways to alleviate the serious problems that face them, many innovative solutions are suggested. In recreation services for disabled children and youth this is particularly true for this is a relatively new program. Some of these, indeed, may be an effective means for providing a resolution of the problem. However, to date, there have been no tools available which could be used to measure objectively the extent of the effectiveness of a given program.

Now, with the development of these standards and evaluative criteria, an instrument has been given to agencies to measure the effectiveness of the recreation services provided for disabled children and youth. This instrument, developed as part of a program sponsored by the Children's Bureau, H.E.W., has been validated and its reliability proven through field testing.

Agencies can use this instrument for self-study; to test new programs; to indicate areas of the program that are most effective and areas where changes are needed to bring about more desirable outcomes; and to prove to a doubting public that the agency is carrying on the service in the manner that is described in its statement of aims and objectives. In the field testing of these suggested standards it was found, also, that sub-standard areas could be defined clearly. This gave the recreation service in the institutions surveyed a means for proving which specific changes were needed to bring more effective services to their clientele. It is expected, as this tool is made generally available, that recreation services to disabled children and youth will be expanded and made more effective.

Edith L. Ball

Introduction

The suggested standards and evaluative criteria incorporated in this pamphlet were developed to provide the field of recreation and the more specialized area of therapeutic recreation with a starting point for initiating systematic evaluation of recreation services provided for disabled children and youth in a variety of residential schools and institutions. As is true of any standards of this nature, it is essential that they be periodically evaluated and necessary refinements and revisions effected.

So many people helped in one phase or another of developing the standards it is not possible to acknowledge each of them individually. I am deeply indebted to the panel of experts who gave so generously of their time and to the fifty therapeutic recreation educators, consultants and practitioners who assisted in determining the weighting indices.

I am most appreciative of the service rendered by the staffs of the eighteen institutions who participated in the pilot project and gratefully acknowledge the cooperation of the 51 institutions which participated in the national survey.

I want particularly to express my appreciation to Dr. Edith Ball, Dr. Lois Hardt and Miss Claudette Lefebvre for their sound editorial advice and assistance.

Doris L. Berryman

TABLE OF CONTENTS

SECTION	PAGE
Foreword	i
Introduction	ii
Purpose	1
Development of Standards	1
Development of Rating Instrument	1
Guidelines for Using Standards	3
Evaluation Procedures	4
Procedures for Scoring	7
Utilzing the Results	10
Standards and Criteria Check List	11
Appendix	45

Purpose

The suggested standards and evaluative criteria incorporated in this pamphlet are designed to assist a hospital or other institution in evaluating the recreation services it provides to residents. They were designed primarily to evaluate recreation services provided to children and youth, however, they are equally applicable to services provided to persons of all ages in a variety of residential treatment settings.

Development of the Standards

The standards and evaluative criteria were developed with the assistance of a panel of nine authorities in the field of therapeutic recreation. (See Appendix A, page for list of panelists.)

From the existing literature on principles, practices, and suggested standards for providing recreation services to normal and disabled children and youth, statements of principles relating to standards for provision of services were derived.

For convenience of handling, the statements were divided into six broad categories: 1) Philosophy and Goals, 2) Administration, 3) Personnel, 4) Programming, 5) Areas, Facilities and Equipment, and 6) Evaluation and Research. This format was used by the Great Lakes District Program Standards Committee in developing its draft of standards and evaluative criteria for public recreation agencies.[1]

Based upon the principles established with the assistance of the panelists, a set of standards was developed in each of the six categories mentioned above. For each standard, evaluative criteria were developed which would be used as a means of measuring the extent to which the standard is met. In some instances a standard was its own evaluative criterion. In others, it was necessary to divide a criterion into two or more sub-criteria.

The standards and criteria were submitted to and ultimately approved by the panelists. Only those statements agreed to by seven or more of the nine panelists were retained. The approved standards and criteria were then sent to fifty practitioners, educators and consultants in therapeutic recreation as well as the nine panelists asking them to rate each standard, criterion and sub-criterion as Essential (3), Highly Desirable (2), Desirable (1), or Not Too Important (0). The responses of the raters were converted from a three-point to a ten-point scale and were used as weighting index factors for the rating instrument.

Development of the Rating Instrument

A rating instrument was designed to permit the evaluator to rate, on a four-point scale, the extent to which each criterion and sub-criterion is met. A four-point scale with no neutral answer possible was used to help reduce the "error of central tendency" inherent in rating scales and thus

1. Evaluation of Community Recreation. A Guide to Evaluation with Standards and Evaluative Criteria (New York: National Recreation Association, 1965).

increase the validity of the ratings.

The four possible ratings are:

3 - when the criterion or sub-criterion is met completely.
2 - when it is met for the most part or in most instances.
1 - when it is seldom met or met in the minority of instances.
0 - when it is not met at all.

A column is also provided to check when a standard, criterion or sub-criterion is not applicable to a given institution.

A weighted scoring system has been devised to establish percentage scores for the standards which can be plotted on a profile graph. These scores are also used to compute the percentage score for each of the six categories and the total percentage score.

Validity of the rating instrument is assumed since at least seven of the nine panelists and two-thirds or more of the fifty raters have judged each standard, criterion and sub-criterion as suitable measures for this study.

Reliability of the instrument was determined by computing the correlations of the independent ratings of six therapeutic recreation specialists, trained as raters, who conducted evaluation visits in three different institutions. Separate correlations using the Pearson Product Moment method were run, comparing rater one with rater two, one with three, and two with three, for the scores by standard, criterion and sub-criterion. All six raters were included in one or another of these runs. Table I shows the correlations among raters for the first institution visited.

Table I

Correlations Among Raters' Independent Rating Scores at Institution 1

Standards N=55		Criteria N=201		Sub-Criteria N=46	
Raters	r	Raters	r	Raters	r
1 vs. 2	.9314	1 vs. 2	.8993	1 vs. 2	.8444
1 vs. 3	.9296	1 vs. 3	.9029	1 vs. 3	.7342
2 vs. 3	.9507	2 vs. 3	.8629	2 vs. 3	.7884

These correlations, while highly significant, indicated some differences in interpretation of the standards and criteria and especially of the sub-criteria. The rating team agreed that there was a need to make editorial revisions in a few of the standards and several of the criteria and sub-criteria. Six criteria statements had two parts and the team members felt that each of them should be divided into two separate criteria. In two standards an additional criterion was needed to cover the total statement of the standard. Three sub-criteria were needed for Criterion (b) of Standard 12. These changes, along with changes in the wording of a few standards and several criteria and sub-criteria, were made and the revised rating scale was used in the second institution.

The team for the second institution was composed of the investigator and one rater who had visited the first institution and one rater who had not. Table II shows the higher correlations obtained among the raters for the second

institution.

Table II

Correlations Among Raters' Independent Rating Scores at Institution 2

Standards N=55		Criteria N=209		Sub-Criteria N=49	
Raters	r	Raters	r	Raters	r
1 vs. 2	.9742	1 vs. 2	.9670	1 vs. 2	.8862
1 vs. 3	.9737	1 vs. 3	.9480	1 vs. 3	.8515
2 vs. 3	.9995	2 vs. 3	.9809	2 vs. 3	.9674

Following this visit a meeting was held of all raters and each standard, criterion and sub-criterion was again examined for clarity. A few editorial changes were made as a result of this meeting. The revised instrument was used for rating the third institution. The rating team for this site visit was composed of the investigator and two raters who had not visited the first or second institution. Table III shows the correlations obtained among the raters visiting the third institution. Since the coefficients of correlation among the raters appeared to have stabilized at a very high level, it was felt that there was no particular justification for carrying out an item analysis. Fifteen additional institutions were visited in this pilot with agreement among raters remaining consistently high. (See Appendix B for list).

Table III

Correlations Among Raters' Independent Rating Scores at Institution 3

Standards N=55		Criteria N=209		Sub-Criteria N=49	
Raters	r	Raters	r	Raters	r
1 vs. 2	.9728	1 vs. 2	.9367	1 vs. 2	.9923
1 vs. 3	.9743	1 vs. 3	.9739	1 vs. 3	.9981
2 vs. 3	.9689	2 vs. 3	.9413	2 vs. 3	.9900

Guidelines for Using the Standards and Criteria Check List

A. Pre-evaluation Procedures

It is recommended that when an institution or recreation department decides to evaluate its recreation services the following pre-evaluation procedures be considered.

1. Be certain that the individuals desiring the evaluation are familiar with the Standards and Criteria Check List (pages to). The check list is designed so that only the evaluative criteria, sub-criteria, and standards serving as their own criteria are rated. The score for each standard is computed from the ratings given the criteria.

2. Include the entire recreation staff in the decision to conduct the evaluation. Be sure they understand that the purpose of such

an evaluation is to assist the department in improving, changing, or expanding the recreation services it provides to residents. It should not be viewed as a threatening process.

3. If possible, ask a group of three or five qualified therapeutic recreation specialists from outside the institution to conduct an evaluation. If it is not possible to obtain an outside evaluation team, organize a three or five member team composed of representatives of relevant departments within the institution including, of course, recreation.

4. Regardless of whether the evaluation team comes from within or outside of the institution, recreation staff should be asked to participate in the actual evaluation and should familiarize themselves with the Check List.

5. Be sure that all team members are familiar with the Standards and Criteria Check List. It is important that each team member make his own independent ratings for the various criteria and sub-criteria. The independent ratings of the raters will be pooled and averaged to determine the actual rating of each criterion and sub-criterion and the percentage scores for the standards will be computed from these ratings. Agency staff members who are not officially members of the evaluating team will also make independent ratings. Their ratings will also be pooled and averaged and the scores obtained from their ratings can be compared to those obtained from the team's ratings.

6. Be sure that sufficient copies of all records maintained by the recreation department as well as the institution's administrative and personnel policies and procedures are easily accessible on the day the evaluation is to be carried out.

7. Plan on setting aside a minimum of one-half to one full day, depending on the size of the institution, to complete the evaluation.

B. Evaluation Procedures

1. The evaluation team should meet with the director of the recreation department and, if possible, other staff members. It would also be helpful if a representative from administration could be in attendance. Everyone attending should be provided with a copy of the Check List

2. The team chairman reads each criterion and sub-criterion under each standard. Each team member and each agency staff member participating will, based on the evidence provided, independently check in the appropriate column, the rating he/she feels most nearly describes the extent to which each criterion or standard which is its own criterion (i.e. Standard 3) is met. Where a criterion has sub-criteria, rate only the sub-criteria. The rating for that criterion will be determined by computing the mean of the ratings for the sub-criteria. When a standard or individual criterion or sub-criterion is not applicable for the institution, the "NA" column should be checked. Standards

and/or criteria which might be not applicable in some institutions are listed below:

(a) Criteria "d" under Standard 7 and item (2) under Standard 44 relating to provision of recreation experiences outside the institution would be not applicable if the institution had a policy prohibiting taking residents outside the institution.

(b) Criteria "a" and "b" under Standard 25, and criteria "a" through "d" of Standard 26, would be not applicable if the recreation department is staffed by only one person.

(c) Criteria "c" under Standard 27 would be not applicable if an institution has a separate recreation department with two or more full-time professional recreation practitioners.

(d) Standard 30 and all of its criteria would be not applicable if an institution does not utilize volunteers.

(e) One or more of Standards 31, 32, 33, 34, and 35 -- relating to levels of personnel -- might be not applicable in some institutions.

(f) Criteria "e" in both Standards 48 and 49, relating to playrooms for young children, would be not applicable for institutions which do not serve children under the age of eight or so.

(g) Criteria "g" under Standard 49, "b" and "d" under 50 and "b" under 51 relating to swimming pools, playgrounds and storage space in craft rooms would be not applicable in institutions which do not have and cannot provide such facilities. This would also be the case for criteria "d", "e", and "f" of Standard 52, relating to outside equipment.

3. In rating the criteria for Standards 32 through 35 relating to qualifications of personnel other than the director of recreation, raters should be instructed to note the actual number of personnel meeting the various criteria. For example, under Standard 33A (p.) an institution may have one individual who meets most of criteria (a), two who completely meet criteria (b), one who completely meets criteria (c), and one who barely meets criteria (c). The raters would thus place a "1" in the column marked "2" (met for the most part), for criteria (a); place a "2" in the column marked "3" (met completely), for criteria (b); and place a "1" in each of the columns "3" (met completely), and "1" (met minimally), for criteria (c).

4. Before rating the criteria for the Standards listed under Programing and Areas, Facilities, and Supples, the evaluating team should take a tour of the institution with particular attention paid to all areas and facilities used in the provision of recreation services. If possible there should also be an opportunity for the team to observe any recreation programs in operation during the tour.

5. Because the standards and evaluative criteria were developed to be used in a variety of types of institutions, those relating to programing are, in some instances, rather general and thus present problems in interpretation. Some guidelines for interpretation follow:

   (a) Standards 36 and 40 - relating to written objectives for each type of service offered by a recreation department. The number and type of services offered will depend on such factors as size and purpose of the institution and size of recreation staff. However, it is important that each type of service provided have a written statement of objectives (36) and that for each objective there be a written description, in operational terms, of how these objectives will be met (Standard 40).

   (b) Standard 37 - relating to meeting needs and interests of residents. Criteria (c) and (d) under this standard refer primarily to the need for written plans and appropriate record keeping for residents in such settings as: rehabilitation centers or units, psychiatric institutions or units, residential schools for retarded, blind, deaf, etc., orthopedic hospitals or units, respiratory disease hospitals or units, chronic disease hospitals or units, narcotic addiction treatment centers or units, convalescent centers, or any patient in a general hospital whose stay may be three or four weeks or more.

   (c) Standard 39 - relating to a comprehensive and varied activities program. Criteria (a), (b) and (c) refer to provision of opportunities for residents to participate in activities affording experiences in the sensory-motor, cognitive and affective behavior domains respectively.

   To obtain a "3" rating for criteria (a), there should be clear evidence that the program regularly includes a balance of activities requiring use of large muscles, small muscles, manual dexterity, etc. It should include a variety of active games and sports which require jumping, running, hopping, throwing, catching, swinging, pushing, lifting, holding, etc.; craft activities requiring hammering, sawing, sanding, painting, molding, manipulating, weaving, sewing, cutting with knives and scissors, lacing, etc.; and other physical activities such as dancing and rhythmics.

   To obtain a "3" rating for criteria (b) there should be clear evidence that the program regularly offers activities which help to develop and require the use of perceptual and conceptual skills at various levels of functioning. The program should include a variety of games, crafts, and other activities which involve: use of concepts such as color, space, form, size, weight, directionality, etc.; intellectual functioning such as reading, communicating, problem solving, developing hobbies and special interests, creating, etc.

   To obtain a "3" rating for criteria (c) there should be

clear evidence that the program regularly offers activities which help to develop appropriate attitudes and values, self-reliance, and aesthetic appreciation and provide opportunities to express emotional responses and leadership ability. The program should include a variety of low organized and organized games, discussion groups, hobby and special interest groups; musical and dramatic activities, dance and rhythmic activities, art activities; and opportunities in all types of activities for the participant to develop self-reliance and express leadership ability.

(d) Most activities involve two, if not all three behavior domains. However, in rating these three criteria, evaluate the activities in relation to the specific behaviors of each domain. For example, if an institution's craft program is primarily one of putting together pre-packaged projects, one might not weigh it very high in any of the domains since the variety of levels of physical, intellectual and affective behaviors involved would be limited. Another factor to keep in mind is how frequently various types of activities are offered.

(e) Depending on the type of disabilities served, some or even many types of activities may have to be adapted, and some may not be appropriate or contraindicated for a particular residential population. However, it is important that, with the exception of medical contraindication, the activities program should provide opportunities to regularly participate in activities affording experience in all three behavior domains.

Procedures for Scoring the Check List

1. Develop scoring worksheets for calculating and posting the data. A suggested format is shown on the following page. The weighting indices for all criteria and standards serving as their own criteria, listed in Column E, will be found in Appendix

2. For each sub-criterion, each criterion without sub-criteria, and each standard serving as its own criterion add the ratings of all raters and divide by the number of raters to obtain an average or mean rating. Post the mean rating for standards serving as their own criteria in Column B of the worksheet opposite the appropriate Standard number. Post the mean ratings of criteria without sub-criteria in Column C and the mean ratings of sub-criteria in Column D.

   Example: If there are three raters and one rater has given a rating of "3" for criterion (c) of Standard one and the other two have given a rating of "2" for the same criterion, the mean rating would be 7 ÷ 3 = 2.33. This figure, 2.33, would be posted in Column C opposite criterion (c) of Standard one. If all the raters gave a rating of "3" for Standard three under Category II, the figure 3.00 would be posted in Column B, opposite Standard three. If all raters

Sample of Scoring Worksheet

A	B		C		D		E	F	G
Category	Raw Score for Standard		Mean Raw Score for Criteria		Mean Raw Score for Sub-criteria		Weighting Indices	Weighted Score (Col. C x Col. E)	Percentage Score
	No.	Score	No.	Score	No.	Score			
I									68.20
	1	2.09							70.43
			a	2.67			9.1	24.30	
			b	2.67			8.7	23.23	
			c	2.33			8.1	18.87	
			d	.67	1	0.0	8.1	5.43	
				8.34	2	1.33	34.0	71.83	
				(8.34/4=2.09)		(1.33/2=.67)	(71.83/34.00=2.113 2.113/3.000x100=70.43)		
	2	2.00							65.97
			a	2.67			8.6	22.96	
			b	2.33			7.0	16.31	
			c	2.00			6.4	12.80	
			d	1.00			8.7	8.70	
				8.00			30.7	60.77	(136.40/2=68.20)
				(8.00/4.00=2.00			(60.77/30.70=1.979 1.979/3.00x100=65.97)		
II									
	3	3.00					8.8		100.
	4	3.00					8.1		100.

gave a rating of zero for sub-criteria one of criterion (d) (Standard one), the figure 0.0 would be posted in Column D. If their ratings for sub-criteria two were "1", "1" and "2", the mean rating of 1.33 would be posted in Column D (see sample worksheet).

3. To determine the mean rating for any criterion with sub-criteria, add the mean ratings of the applicable sub-criteria and divide by the number of applicable sub-criteria.

   Example: Using the figures in the example above for sub-criteria one and two of criterion (d), the sum of the mean ratings, 0.0 and 1.33 equals 1.33. This sum divided by two (the number of sub-criteria) equals .67. The figure, .67 is posted in column C opposite criterion (d).

4. Be sure to place "N.A." next to any criteria which are not applicable for the institution being evaluated.

Example: If the institution being evaluated has only one paid staff member, then criteria (a) through (d) would be not applicable and "N.A." would be posted in Column C opposite those criteria.

5. After all the averaged ratings and weighting indices for the criteria have been posted in the appropriate columns on the worksheets, you are ready to start computing the raw scores for the standards, the percentage scores for the standards and categories, and the total percentage score.

6. To determine the raw score for each standard, add the averaged ratings of all applicable criteria and divide by the number of applicable criteria.

   Example: The averaged ratings for the criteria under Standard 1 in the sample worksheet, Column C, total 8.34 and the number of applicable criteria is four; 8.34 ÷ 4 = 2.09. The result, 2.09, is placed in Column B opposite Standard one.

7. To determine the percentage score for each standard:

   (a) Multiply the average rating of each applicable criteria (Column C) by the weighting index assigned to each criteria (Column E) and post the resulting "weighted score" in Column F. (See sampling Scoring Worksheet for example.)

   (b) Add the weighting indices (Column E) for all applicable criteria under a given Standard; and add the weighted scores (Column F) for all applicable criteria under a given standard.

   (c) Divide the sum of weighted scores (Column F) by the sum of weighting indices (Column E); divide the result by three (the highest possible score); and multiply this last result by 100 to convert it to a percentage score.

   (d) Post the percentage score in Column G, opposite the standard number.

   (e) Example: See the computations on the sample scoring worksheet for Standards one and two.

8. To determine the percentage score for Standards serving as their own criteria:

   (a) Divide the mean raw score or rating by three (the highest possible score) and multiply by 100 to convert the result to a percentage score. (For Standards which serve as their own criteria it is not necessary to complete the steps for obtaining a weighted score.)

   (b) Post the percentage score in Column G.

   (c) Example: See Standard three on sample worksheet.

9. To determine the percentage score for categories, add the percentage scores of all applicable Standards within the category (Column G) and divide by the number of applicable standards. Post the result in Column G, opposite the category number in Column A.

   Example: See the computations on the sample scoring worksheet. The percentage score obtained for Standard one was 70.43 and for Standard two, 65.97. The sum of these two Standards was 136.40. This sum divided by two (the number of Standards in Category I) equals 68.20. This figure is posted in Column G opposite Category I.

10. To determine the Total Percentage Score, add the percentage scores for all six categories and divide by six.

Charting the Percentage Scores

In order to more easily identify an institution's rating on the various standards, it is recommended that the scores be presented on a profile bar graph. A sample profile graph will be found in Appendix , page This profile is representative of over 65 hospitals and institutions visited during the national survey.

The weighting indices found at the bottom of the graph represent the relative importance, on a ten-point scale, given to each Standard by members of the panel of experts and fifty additional educators, consultants and practitioners in the field of therapeutic recreation. A complete list of these weighting indices will be found in Appendix

Utilizing the Results

By examining the profile graph of the evaluation results, you can quickly determine which standards your recreation service has met least satisfactorily. You can then establish priorities for improving service.

The weighting indices for the Standards, which represent the relative importance attached to each standard by over 50 therapeutic recreation educators, consultants and experienced practitioners, can also assist you in establishing priorities for improving service.

For example, if your profile is similar to the sample in the Appendix in which the lowers scores are in Category I and Standards 36 and 40 of Category four, you should probably begin by developing a written statement of philosophy and goals which meets all of the criteria in Standards one and two. Such a statement will also assist you in developing written statements of objectives of the various services you provide to meet the criteria of Standard 36 and to describe these objectives in operational terms to meet the criteria of Standard 40. In relation to improving performance regarding Standards 54 and 55, you should concentrate on Standard 54 first since its weighting ind is considerably higher than Standard 55. Another factor to be considered in establishing priorities is institutional budgetary limitations. However, if you have scored low on one or more of the standards relating to areas, facilities and equipment, this fact might provide valuable ammunition in your appeal for increased funds to expand or improve facilities or obtain needed equipment and supplies.

STANDARDS AND CRITERIA CHECK LIST

Below, arranged under major categories, are standards and criteria. Check in the appropriate column the extent to which a given criterion and/or sub-criterion are met or the extent to which standards, which are their own criteria, are met. Explanations for the numbers are as follows:

3 = Met Completely
2 = Met in Majority of Instances
1 = Met in Minority of Instances
0 = Met in No Instances
NA = Not Applicable

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
PHILOSOPHY AND GOALS						
Standard 1. The therapeutic recreation services offered are based on a written philosophy of recreation as it applies to the residential treatment setting.						
Criteria						
a) The statement is in accord with the philosophy, purpose, and policies of the agency and has been approved by its administrative authority.						
b) Within the department, provisions are made to acquaint all recreation staff members and volunteers with this statement.						
c) The statement includes reference to designing the recreation services to meet the existing, emerging and changing recreation needs and interests of the resident.						
d) The statement reflects that recreation services are flexible and responsive to:						
(1 developments in the profession;						
(2) changes in the institution's purpose.						
Standard 2. Recreation services are offered according to a written statement of goals.						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
Criteria a) The statement has been approved by the institution's administrative authority. b) The statement differentiates between long and short term goals. c) The statement is compatible with the aims and objectives of the therapeutic recreation service as defined by NTRS. d) The statement is achievable and realistic based upon existing and potential resources of the institution and its surrounding community.						
ADMINISTRATION Standard 3. Confidentiality. There are written policies regulating the release of confidential information concerning residents. Standard 4. Nondiscrimination. The institution has a written policy stating that its programs and services are offered to clients without discrimination. Standard 5. Structure. Recreation services are administered by a professional department as an integral part of the institution's overall functional structure. Criteria a) Administrative authority and responsibilities are clearly delineated in writing. b) Responsibility for the recreation services is assigned to professionally qualified staff. c) The department administrator participates in interdepartmental meetings. d) In institutions serving all age						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
groups, the person(s) assigned to work with children and youth participates in appropriate interdepartmental meetings.						
e) There are written policies concerning type of approval necessary for resident participation in activities.						
Standard 6. Interdepartmental Relations. Recreation services are coordinated with other services provided to residents in order to make fullest possible use of the institution's resources.						
Criteria						
a) There are written guidelines concerning the relationships with other departments within the institution.						
b) Consultations with other professional staffs are held:						
(1) on a formal basis;						
(2) on an informal basis.						
Standard 7. Relationships with Community. There are established working relationships with recreation resources in the community.						
Criteria						
a) When the community has an information exchange service, it is utilized.						
b) The director of the department or other staff member serves on an interagency committee concerned with recreation services in the community.						
c) The department has established a liaison with recreation agencies for referring residents who are being discharged from the institution.						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
d) The department has working agreements with a variety of recreation resources for providing recreative experiences outside the institution.						
e) The department has established liaison with a variety of recreation resources to use them in some aspect of the program within the institution.						
Standard 8. Administrative Manual. The department has an administrative manual which is compatible with and an addendum to the institution's general administrative manual.						
Criteria - The manual includes:						
a) An organizational chart specifying in detail the administrative structure of the institution.						
b) Administrative policies, regulations, and procedures relative to the operation of the department, including:						
(1) Written job descriptions for all positions within the department;						
(2) Personnel evaluation procedures;						
(3) Regulations concerning use of areas and facilities within the institution and in the community, when applicable.						
(4) All regulations concerning safety;						
(5) Description of system of requisitioning purchases and rentals with samples of forms to be used;						
(6) Procedures for establishing and maintaining interdepartmental relationships;						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
(7) Samples of resident interest and evaluation forms; referral and permission forms;						
(8) Copy of operational manual provided to all employees;						
(9) Copy of volunteers manual;						
(10) Copies of all general policies and procedures (including those relating to public information).						
Standard 9. Budget. A budget for the department is prepared and justified by the director in consultation with the designated member of the institution's administrative staff.						
Criteria						
a) The budget is developed for a specified period and takes into consideration stated long and short term goals.						
b) Priorities among areas of recreation services are specified.						
c) The budget reflects support of the program, areas and facilities, staff development, program evaluation, and new and emerging needs through specified allocations.						
d) The budget request is based on unit costs as defined by the institution and is supported by evidence.						
Standard 10. Statistical and Other Records. The department maintains all records required by the institution as well as those necessary to plan, present, interpret and evaluate the recreation services.						
Criteria						
a) Administrative records are maintained relating to budget and finances, procurement of supplies and equipment, inventories and						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
accident reports. b) Personnel records are maintained. Those of a confidential nature are kept separately and are not generally accessible. c) Recreation service records are maintained including: attendance, program, evaluation, etc. d) When indicated, comprehensive records are maintained on individual residents and used as tools for diagnosis, evaluation, and individual recreation planning purposes. Standard 11. Professional and Public Information. The department has a program for providing interpretation of its purposes, objectives and role in the institution's total program, both within the institution and in the community at large. Criteria a) Regular reports of the department's operations are made to the administrative head of the institution as well as to other designated and interested department heads. b) Program information is distributed throughout the institution. c) Opportunities are provided for interdepartmental discussions, meetings, and workshops concerning the recreation services in the institution. d) Appropriate information is distributed in the community and opportunities are provided for the department head or other designated staff members to speak to interested groups in the community. Standard 12. Safety. There are written regulations and procedures relating to safety.						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
Criteria a) There are regulations and procedures related to specific safety factors in the recreation department. b) All staff members and volunteers are instructed concerning the institution's and the department's safety regulations. c) Residents are instructed concerning: (1) the institution's safety regulations and procedures and (2) the department's safety regulations and procedures.						
PERSONNEL Standard 13. Personnel Practices. The institution has written personnel policies and practices which are periodically reviewed by its governing body and revised as necessary. Criteria a) There is a written statement of personnel policies and practices. b) A copy of the statement is given to each employee as well as kept on file in the department. c) The policies are periodically reviewed by the governing body and revised as necessary.						
Standard 14. Job Descriptions and Classification System. The institution has a position classification plan based on a written description of each position. Criteria a) Each description contains the following: (1) A specific job title;						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
(2) A description of the duties performed and responsibilities carried;						
(3) A statement of the amount of responsibility and judgment exercised;						
(4) The location of the position within the channel of authority and within the job classification system;						
(5) The qualifications required for the position.						
b) The job classification system provides for positions to be grouped according to tasks, responsibilities and qualifications. Recreation positions are appropriately classified with respect to comparable positions in other professional departments.						
c) The director of recreation participates in writing, and in periodic reviews of, job descriptions and the job classification system.						
Standard 15. Salary Ranges. Salary ranges are set forth in writing for all classifications of positions and are periodically reviewed and revised as necessary.						
Criteria						
a) Salary ranges are commensurate with the nature of the position, taking into account:						
(1) The diversity and complexity of duties;						
(2) The amount of responsibility and judgment exercised;						
(3) Location of position within the channel of authority or in relation to a specific assignment;						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
(4) The qualifications required.						
b) Salary ranges are fair and equitable, taking into account:						
(1) Prevailing rates for similar work in other institutions;						
(2) State as well as local salary patterns within the total field of recreation;						
(3) Applicable legal requirements;						
(4) Standards established by the National Recreation and Park Association.						
c) Equal pay is given for equal work without regard to sex, race, color, age, disability, marital status, religious creed, ethnic or national origin.						
d) Provision is made for periodic increments in salary on a basis clearly established in writing.						
e) Salary ranges are periodically reviewed by the governing body with the participation of the administrator and other staff, including the director of recreation, and revised as necessary.						
Standard 16. Hours of Work.						
Criteria						
a) A specific number of hours are set forth in writing as the regular work week.						
b) Distribution of the hours within the week is based on program needs and made known to staff and prospective employees.						
c) Hours of work are based on applicable federal, state and local laws and regulations.						
Standard 17. Fringe Benefits.						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
Personnel policies include provisions for fringe benefits. Criterion - The fringe benefits include: (1) overtime; (2) holidays; (3) vacation leaves (4) sick leave; (5) health and hospital insurance; (6) workmen's compensation; (7) liability insurance; (8) staff development; (9) retirement. Standard 18. Hiring, Assignment and Promotion of Employees. Consideration for hiring, assignment and promotion of employees is based on job specifications and the individual's qualifications and abilities without regard to sex, race, color, age, religion, disability, marital status, ethnic or national origin or membership in a union or in an organization of which the primary purpose is the protection of civil rights, improvement of living conditions and/or human relations. There is a written procedure for promotional opportunities within the institution. Criteria a) The hiring, assignment and promotion of employees is based on their qualifications and abilities in relation to job specifications and without regard to the discriminatory factors listed above. b) Position qualifications required by legal certification, licensing,						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
and codes, are observed. c) Established voluntary certification plans are observed. d) Appropriate standards for personnel promulgated by the NTRS and/or the State Recreation Society are observed for recreation positions. e) There is a written procedure for promotional opportunities within the institution. Standard 19. Recruitment. There are established procedures for recruiting qualified personnel. Criteria a) Colleges and universities are notified of position vacancies and sent full particulars concerning the position(s). b) Appropriate professional societies and organizations are notified and sent full particulars. c) Internships or work-study plans are made available to students completing their education. d) Appropriate media are informed. Standard 20. Evaluation. There is an established procedure for formal evaluation of an employee's job performance. Criteria a) Formal evaluation is conducted on the following occasions: (1) As required for the professional development of the employee; (2) When needed for purposes of administration; (3) When a significant change in the employee's job						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
performance has been noted;						
(4) When the employee or his supervisor is reassigned or leaves the agency.						
b) The evaluation relates specifically to performance on the job.						
c) The criteria and procedures for evaluation are set forth in writing and made known to each employee at time of employment.						
d) The time of the evaluation, and the period covered by it, are made known to the employee in advance.						
e) The evaluation process includes the participation of the employee and his immediate supervisor.						
f) The authority of the evaluator is recognized.						
g) Final responsibility for action on the evaluation rests with the duly appointed authority.						
h) The evaluation is prepared in writing.						
i) The employee is given the opportunity to read and discuss it with the evaluator.						
j) The employee is given the opportunity to sign it as indication that he has read it.						
k) The employee is given the opportunity to make a written statement concerning any points with which he disagrees and there is designated a channel for appeal.						
l) Such statement is attached to the evaluation in the employee's personnel record.						
Standard 21. Workload. The director of						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
the recreation department, in consultation with designated administrative staff of the institution, defines an appropriate expectation of production. Criteria a) Assignments are arranged so that emphasis is on service to residents. b) The size of the workload allows each worker to complete assignments satisfactorily. c) Employees have an opportunity to participate in establishing and/or modifying workloads.						
Standard 22. Staffing. The recreation department is staffed to carry out the various recreation services in relation to goals and objectives. Criteria a) Each staff member is delegated appropriate responsibilities with commensurate authority to perform his assigned tasks. b) Professional supervisory personnel are employed to provide necessary supervision of subprofessional personnel and volunteers. c) There is additional staff coverage during peak periods. d) Time off of staff is arranged so that services are not adversely affected. e) There is staff coverage on evenings, weekends and holidays, if needed.						
Standard 23. Supporting Services. Supporting staff and services are provided to enable the recreation staff to carry out its designated functions. Criteria a) Skilled clerical staff are						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
provided. b) Maintenance services are provided to keep facilities in functional and attractive condition. Standard 24. Orientation Program. The department has an established orientation program for all its personnel. Criteria a) The orientation program includes: (1) Philosophy, goals and objectives of the institution; (2) Basic regulations of the institution; (3) Philosophy, goals and objectives of the recreation department; (4) Pertinent information concerning the resident population served; (5) History and development of the institution and the recreation department. b) There is a manual of operations which includes instructions to temporary employees. Standard 25. Staff Development. There is a staff development program for promoting a wide range of opportunities for professional development. Criteria a) Regular recreation staff meetings are used for staff development. b) There is an organized in-service training program planned by the recreation director and designated institution administrative staff. c) Professional journals, books and other literature, including information concerning continuing						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
education opportunities, in the fields of recreation, therapeutic recreation, rehabilitation, special education and other allied professions are available in the department and/or the institution's professional library.						
d) The institution provides financial assistance and grants time for recreation staff members to attend at least one state, regional or national professional conference a year.						
e) The institution grants time for the recreation director or other staff members to attend pertinent local meetings and conferences, and to visit other agencies.						
f) The institution has established procedures for encouraging continuing education. These include:						
(1) Granting educational leaves for selected employees;						
(2) Providing direct financial assistance and/or enabling employees to obtain assistance from governmental and other sources;						
(3) Rearranging work schedules where necessary.						
g) The director of recreation and other designated professional and administrative staff plan and conduct workshops and seminars relating to recreation.						
Standard 26. Responsibilities of Director. The director is responsible for organizing, administering and supervising the recreation services.						
Criteria						
a) The director is responsible for selection, supervision, evaluation, promotion or termination of recreation staff.						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
b) The director of the department retains administrative responsibility for all recreation staff although work assignments may be made to a collateral service.						
c) The director makes an effort to have appropriate varied skills represented on his staff.						
d) In departments where children are served, the director employs a professional person skilled and experienced in planning and conducting recreation services for disabled children and youth.						
e) Where there is only one recreation worker in an institution, he is responsible for both the direct service and its administration and seeks assistance through consultation.						
Standard 27. Supervision. The department staff plan provides for professional supervision of the recreation services.						
Criteria						
a) Provision is made for periodic individual and group conferences of staff members.						
b) Administrative supervision is given through the appropriate administrative line.						
c) If only one or two recreation workers are employed in either a separate department or in another professional department (such as O.T.):						
(1) The recreation worker(s) meet(s) the qualification for recreation leader approved by the therapeutic recreation profession; (OR)						
(2) Supervision of practice is provided by some department						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
head or administrative staff member who is qualified in therapeutic recreation; (OR) (3) A professionally qualified recreation consultant is provided through an outside source. d) Staff members from other departments (e.g. house-parents, ward aides) who conduct recreation activities are given in-service training by the recreation department and their programs are periodically observed and evaluated by professionally qualified recreation staff members. Standard 28. Contribution to the Profession. Recreation personnel contribute to the growth of their profession. Criteria a) Recreation personnel are members of the National Therapeutic Recreation Society. b) Recreation personnel are members of other rehabilitation oriented professional organizations and associations. c) Recreation personnel are members of the state recreation society. d) Recreation personnel contribute to recreation, therapeutic recreation and/or related professional literature. Standard 29. Consultation. Provision is made for staff consultation with specialists as appropriate, for improving direct service to residents. Standard 30. Volunteers. There are established procedures for the selection, orientation, training, placement and supervision of volunteers to be assigned to the recreation department.						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
Criteria a) There are written procedures for the selection of volunteers. b) There is a written outline of the orientation and training program and orientation is mandatory before working with residents. c) There are written procedures for the supervision of volunteers. d) Volunteers are placed in that aspect of the recreation services in which their talents, training and interests can best be utilized. e) There is a manual for volunteers in which appropriate institutional and departmental regulations and procedures are listed. f) Provision is made for appropriate in-service education and refresher courses for volunteers. g) There is a program for formal recognition of the contributions made by volunteers. h) Volunteers are not used in place of qualified employee personnel. Standard 31. Qualifications of Director. The Director of Recreation Service (common alternate titles: Chief of Recreation, Director of Recreation Therapy, Director of Therapeutic Recreation) is professionally qualified according to one of the following criteria: Criteria a) Master's degree from an accredited college or university, with a major in therapeutic recreation or similar major (recreation for the ill and handicapped, hospital recreation, etc.), plus two years paid experience in therapeutic recreation. (OR) b) Master's degree from an accredited						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
college or university, with a major in recreation or closely related field (such as: adapted physical education, special education, early childhood or elementary education), plus three years paid experience in recreation programs and 12 semester hours in recreation or four years paid experience in recreation programs serving disabled persons. (OR) c) Bachelor's degree in recreation or closely related field (such as: special education, early childhood education, physical education) plus five years paid experience in recreation programs serving disabled persons and 15 semester hours in therapeutic recreation; or six years paid experience in recreation programs serving disabled persons.						
Standard 32. Qualifications of Supervisor. The Supervisor (or Assistant Director) of Recreation is professionally qualified according to the following criteria: Criteria a) Master's degree from an accredited university or college with a major in therapeutic recreation or similar major (recreation for the ill and handicapped, hospital recreation, etc.), plus one year's paid experience in therapeutic recreation. (OR) b) Master's degree from an accredited university or college with a major in recreation or closely related field (such as: adapted physical education, special education, early childhood or elementary education), plus one year paid experience in recreation programs serving disabled persons, plus 12 semester hours in recreation including course work in therapeutic recreation, or two years of experience in therapeutic recreation. (OR)						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
c) Bachelor's degree in recreation or closely related field (such as: special education, physical education, early childhood or elementary education) and three years paid experience in recreation programs serving disabled persons or two years paid experience and 15 semester hours in recreation including course work in therapeutic recreation.						
Standard 33. Qualifications of Recreation Leaders. Recreation leaders are responsible in varying degrees, according to their competence, for direct service to individuals and groups. They are graded according to their professional qualifications on the following scale or through some comparable system of classification:						
33A. Recreation Leader II (common alternate titles: Senior Recreation Leader or Worker) meets the following criteria:						
Criteria						
a) Bachelor's degree from an accredited university or college with a major in recreation or closely related field (such as: early childhood or elementary education), and one year's paid experience in direct leadership in a recreation program for disabled children and youth under a professionally qualified supervisor.						
(OR)						
b) Bachelor's degree from an accredited university or college with a major in a field of study appropriate to a specialized recreation function, e.g., music, drama, dance, etc., and one year's paid experience in direct leadership in a recreation program for disabled children and youth under a professionally qualified supervisor.						
(OR)						
c) An Associate in Applied Science or Arts degree with a major in recre-						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
ation from an accredited college or university and three years paid experience in direct leadership, at least two of which are with disabled children and youth, under a professionally qualified supervisor.						
33B. Recreation Leader Grade I (common alternate titles: Recreation Leader, Recreation Worker) meets the following criteria:						
Criteria						
a) Bachelor's degree from an accredited college or university with a major in recreation which includes field work training in programs for disabled persons under regular and close supervision by a qualified supervisor.						
(OR)						
b) Bachelor's degree from an accredited university or college with a major in a field of study appropriate to a specialized recreation function; e.g., music, drama, dance, etc., plus field work or paid experience in programs for disabled persons.						
(OR)						
c) An Associate in Applied Science or Arts degree with a major in recreation from an accredited college or university, plus field work or paid experience in recreation programs for disabled persons, under a professionally qualified supervisor.						
(OR)						
d) Completion of two years of study in a university or college and one year's paid experience in a recreation program serving disabled persons, under a professionally qualified supervisor.						
(OR)						
e) A high school diploma or equivalency certificate and two year's paid experience in a recreation program serving disabled persons under a professionally qualified supervisor, plus 12 college credits in recre-						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
ation, or three year's paid experience in a recreation program serving disabled persons.						
Standard 34. Recreation Activity Specialist meets the following criteria:						
Criteria a) Completion of a formal course of instruction in one specialty field including certification where necessary and one year of experience in the conduct of the activity. (OR) b) Demonstrated ability to teach the activity.						
Standard 35. Qualifications of Recreation Assistants. Recreation Assistants, although not professionally educated for recreation, have ability to take and gain from close supervision by a professional recreation worker, to absorb concepts in an increasingly professional manner and translate them into practice. They are graded according to their qualifications on the following scale or through some comparable system of classification:						
35A. Recreation Assistant II (common alternate title: Recreation Aide II).						
Criterion A high school diploma or equivalency certificate is desirable. One year's experience in recreation under a qualified supervisor or completion of special training program of at least 300 hours is required.						
35B. Recreation Assistant I (common alternate title: Recreation Aide I).						
Criterion A high school diploma or equivalency certificate is desirable.						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
PROGRAMING						
Standard 36. Objectives. Specific objectives are stated for each type of recreation service based upon the philosophy and goals of the recreation department and translated into operational terms.						
Criteria						
a) The statement of objectives is in writing.						
b) The statement covers such services as intra-agency activities program, extra-agency activities program, community referral, recreation counseling.						
c) The statement is prepared in consultation with appropriate professional staff of the institution such as medical, psychiatric, and/or designated representative of institution's administration.						
d) The statement is reviewed periodically and used as a planning and evaluatory tool.						
e) All recreation staff members are aware of and, where appropriate, assist in developing and periodically revising the statement.						
Standard 37. Needs and Interests of Residents. Recreation Services are designed to meet the needs, competencies, capabilities and interests of individuals and groups and take into account individual treatment objectives.						
Criteria						
a) There is an established method for assessing the needs, interests, competencies and capabilities of residents which includes:						
(1) an interview with each resident; and/or						
(2) access to pertinent medical,						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
psychiatric, education information concerning each resident.						
b) Resident committees are utilized in planning the activities program where feasible.						
c) Where indicated, there is a plan for each resident designed to contribute to his therapeutic objectives and which is flexible enough to allow for changing needs and is periodically reviewed, evaluated and modified as necessary.						
d) Where indicated, progress of the individual and his reaction to the recreation services are recorded.						
e) Plans are appropriate for varying age groups.						
f) Plans take into consideration the cultural, economic, social, and educational backgrounds of the residents.						
g) Special aids, devices, and adapted recreation equipment are available.						
h) Staff and volunteers receive orientation and training in special techniques necessary in working with persons with particular disabilities or handicaps (e.g., blind, visually handicapped, deaf, hard of hearing, persons confined to wheelchairs, etc.).						
i) Residents are assisted in orienting themselves to the physical surroundings and helped to achieve maximum mobility.						
Standard 38. Scope of Opportunities. The program provides opportunities in a variety of activity areas for all levels of proficiency.						
Criteria						
a) Provision is made for each resi-						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
dent to progress at his own speed and/or in relation to the treatment goal. b) Provision is made for residents to use their own initiative, where appropriate. c) Provision is made for leadership opportunities for the residents. d) Provision is made for instruction in activity skills and for participation at varying levels of proficiency. Standard 39. Comprehensive and Varied Activities Program. The activities program is diversified and flexible and provides opportunities for a wide variety of recreative experiences. Criteria a) Opportunities are provided for residents to participate in activities affording experiences primarily in the physical behaviors (sensory motor domain). b) Opportunities are provided for residents to participate in activities affording experiences primarily in the intellectual behaviors (cognitive domain). c) Opportunities are provided for residents to participate in activities affording experiences primarily in the emotional behaviors (affective domain). d) Opportunities are provided for individual, small group and mass participation. e) Activities are provided that involve long-range as well as short-term participation. f) The activities program provides both regularly scheduled activities and special events.						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
g) The activities program provides for out-trips to a variety of recreation resources in the community.						
Standard 40. The specific objectives established for each type of recreation service are translated into operational terms.						
Criteria						
a) The descriptive statements are in writing.						
b) All recreation staff members are aware of the statements and, where appropriate, assist in developing the statements.						
Standard 41. Education for Leisure. Recreation services are so designed that education for leisure is an expected outcome.						
Criteria						
a) The program includes activities designed for realistic carry-over to the home and community.						
b) The activities program incorporates organized membership groups such as Boy and Girl Scouts, Camp Fire Girls, 4-H Clubs.						
c) Recreation services provided include familiarizing the residents with the recreational agencies and resources in their community.						
d) Where appropriate, recreation counseling and referral services are provided.						
Standard 42. Avoidance of Exploitation. The recreation services are designed to avoid exploitation of the residents for the benefit of the institution.						
Standard 43. Scheduling of Services. Specific times are allocated for recreation activities and programs in accordance with time available to residents for participation. The						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
master schedule is established in cooperation with other departments; e.g., Nursing, School, Administration, Clinical Treatment, etc.						
Standard 44. Utilization of Available Facilities and Areas. The recreation services make maximum use of available facilities, areas and resources						
(1) within the institution;						
(2) in the community.						
AREAS, FACILITIES, AND EQUIPMENT						
Standard 45. Design and Layout. Recreation areas and facilities are designed and constructed or modified to permit all recreation services to be carried out to the fullest possible extent in pleasant and functional surroundings accessible to all residents regardless of their disabilities.						
Criteria						
a) Recreation staff and appropriate outside consultants are consulted in the designing or modification of all recreation areas and facilities.						
b) Recreation areas and facilities meet local legal requirements concerning safety, fire, health, sanitation, etc., codes.						
c) Recreation areas and facilities are so located as to be easily accessible to all residents.						
d) Recreation areas and facilities are made accessible to the physically disabled by following the American Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped and/or similar specifications.						
Standard 46. Management of Areas and Facilities. The institution provides						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
necessary maintenance personnel to maintain recreation areas and facilities in accordance with institution requirements and local safety, fire, health, sanitation, etc., codes.						
Standard 47. Office Space. The recreation department is provided with office space and equipment.						
Criteria						
a) There is a separate office for the director.						
b) There are separate offices for each supervisor.						
c) Staff members who share office space are each provided with a desk, chair, file, book shelf, and easy access to a telephone.						
d) The administrative office(s) of the recreation department is accessible to the public as well as to the residents.						
e) The director's office is large enough to conduct staff meetings or the institution provides other suitable meeting space.						
f) There is adequate and accessible storage space for office supplies and equipment.						
Standard 48. Types of Indoor Facilities and Areas. The institution or agency provides the variety of indoor facilities and areas needed to carry out the recreation services.						
Criteria						
a) A multipurpose room is provided to serve as gymnasium, auditorium and assembly area for large groups, or these are provided as separate facilities.						
b) Separate spaces are provided for cultural activities (dance, music, drama), for quiet activities						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
(cards, discussion, table games), for noisy activities (workshops).						
c) A library facility is available.						
d) Kitchen facilities are available.						
e) A separate playroom is provided which has an area with suitable tables and chairs for drawing, crafts, finger painting, etc.; an area for house play; an area for large block play; a "quiet" corner for reading, looking at picture books, etc.						
f) Lounge areas for individual and small group activities are provided in hospital and/or infirmary areas.						
Standard 49. Accessibility, Comfort and Safety of Indoor Recreation Facilities and Areas. All indoor recreation areas and facilities are easily accessible to residents, regardless of their disability and are designed and maintained for their comfort and safety.						
Criteria						
a) There is adequate heating, lighting and ventilation of all indoor facilities and areas.						
b) Toilet facilities are available nearby.						
c) Where indicated, such items as hand rails attached to the walls, lowered door handles, etc., are provided.						
d) Furniture and equipment is sturdily constructed with no loose or sharp parts and of various sizes and heights according to the age groups being served.						
e) In playrooms and areas used by small children, fountains, wash basins, door knobs, etc., are placed at a suitable height.						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
f) All rooms are equipped to provide for the particular activities conducted in that room.						
g) In institutions and agencies where an indoor swimming pool is provided, this facility meets the standards suggested by the American Public Health Association, local health department, National Swimming Pool Institute or some other authoritative source and has been designed or adapted to be accessible to the physically handicapped.						
Standard 50. Outdoor Facilities. Outdoor space is available and utilized for program activities.						
Criteria						
a) Outdoor area belonging to institution is developed and used for recreation activities.						
b) Any totlots, playlots, playgrounds or playfields meet the standards of the local and state public recreation agencies.						
c) Gardening and nature activities areas are provided.						
d) Outdoor swimming pools and lake or river front swimming areas meet the standards of the local and state public recreation agencies, the local health department, and the standards suggested by the American Public Health Association, National Swimming Pool Institute or other authoritative source.						
e) In addition to, or in place of, agency's own outdoor areas, space in a park or other outdoor facilities in the community is regularly available and utilized; such areas meet the standards of local and state public recreation agencies.						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
f) All areas and facilities used by the department are accessible to and useable by the physically handicapped.						
g) Outdoor facilities provide a variety of activities, such as: quiet and active games, crafts, music, dancing, independent play, gardening, nature programs, individual, duo, and team sports, swimming, archery.						
Standard 51. Program Storage Facilities. The institution provides adequate and convenient facilities for storage of supplies and large and small equipment.						
Criteria						
a) Multipurpose rooms have storage space for the materials for each activity conducted therein, or other space conveniently located, is provided for this purpose.						
b) Craft rooms have table space, storage space for projects, storage space for equipment, water, disposal facilities, electrical outlets, safety guards on woodworking equipment and any other needed features.						
c) Adequate and convenient storage space is provided for portable equipment such as multipurpose carts, pianos, craft project carts, library carts, etc.						
d) Special areas, such as small children's playroom, gymnasium, theatres, swimming pool, have sufficient storage space for equipment and supplies used in that area.						
Standard 52. Type of Equipment and Supplies. The recreation department is provided with a wide variety of recreation equipment and supplies in order to carry out the stated						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
objectives of the activities program. Criteria a) Toys, games and equipment are selected on the bases of suitability, safe material, durability, and multiplicity of use. b) Toys, games and equipment are selected and used for each age group in order to provide the necessary play and growth experiences in all levels of the three behavior domains, physical, emotional and intellectual, in relation to treatment goals. c) Where necessary, toys, games and equipment are adapted for use by the physically disabled. d) Outdoor play equipment is selected on the bases of suitability, safe material, durability, and multiplicity of use and meets the standards of the local and state public recreation agencies. e) Outdoor play equipment is provided for all age groups served by the institution in order to provide the necessary play and growth experiences in all levels of the three behavior domains, physical, intellectual and emotional, in relation to treatment goals. f) Where necessary, outdoor play equipment is adapted for use by the physically handicapped. Standard 53. Sufficiency of Equipment and Supplies. Equipment and supplies are sufficient to carry out the activities program of the recreation department. Criteria a) All equipment is checked before and after each use in order to keep it in safe operating						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
condition at all times. b) Sufficient equipment is supplied and kept in repair so that all who wish to use it may do so. c) Inventories are reviewed regularly to determine that there are sufficient equipment and supplies to meet requirements of the residents. EVALUATION AND RESEARCH Standard 54. Evaluation of Recreation Services. The recreation department has established procedures for evaluating recreation services in relation to stated purposes, goals and objectives. Criteria a) The recreation department maintains adequate records concerning the residents. These records include: (1) periodic surveys of their interests; (2) periodic surveys of their attitudes and opinions of the recreation services; (3) extent and level of each individual's participation in the activities program; (4) where appropriate, progress reports are maintained; (5) reports on relationships among peers and between residents and staff. b) An appropriate time schedule is established for each type of evaluation. (Some aspects of recreation services will be evaluated annually, some periodically, some after each event, etc.)						

STANDARDS AND CRITERIA	3	2	1	0	NA	COMMENTS
c) Evaluation is carried out by personnel at all levels within the department and where appropriate, by personnel from other departments.						
d) Results of evaluations are used in program planning and development.						
Standard 55. Research. The recreation department is involved in interdepartmental as well as intradepartmental research and demonstration projects or in related research projects conducted outside the institution.						
Criteria						
a) Recreation staff is encouraged to initiate, conduct and/or participate in studies under the supervision of qualified personnel.						
b) Recreation staff members have been or are involved in intra- or interdepartmental research or demonstration projects.						
c) Recreation staff members have been or are involved in related research projects conducted outside the institution. This participation has been approved by the institution's administrative authority.						
d) Institution's budget includes provision for research funds which are available to the recreation department.						
e) Reports of completed work are made available to interested organizations, professional schools, libraries or other appropriate agencies, with approval of the institution's administrative authority.						

Appendix A

PANEL OF EXPERTS

Elliott M. Avedon, Ed.D.	Associate Professor Chairman, Program in Recreation and Related Community Services Teachers College Columbia University
Alice Burkhardt	formerly, Director of Recreation Children's Hospital Chicago, Illinois
Virginia Frye, Ed.D.	Professor Coordinator of Therapeutic Recreation University of Illinois
John Gehan, M.A.	Assistant Director Labor Rehabilitation Project New York City Central Labor Council
Lois J. Hardt, Ph.D.	Senior Research Scientist Division of Physical Education, Health and Recreation School of Education New York University (formerly, Field Director, National Easter Seal Society, Chicago, Illinois)
Frank Hartsoe, M.A.	Director of Recreational Services The Children's Village Dobbs Ferry, New York
Ira J. Hutchison, Jr., M.A.	Assistant to the President National Recreation and Park Association Washington, D.C.
Claudette B. Lefebvre, M.A.	Instructor Division of Physical Education, Health and Recreation School of Education New York University
Jay S. Shivers, Ph.D.	Associate Professor School of Physical Education University of Connecticut

Appendix B

INSTITUTIONS PARTICIPATING IN PILOT STUDY

Bellevue Hospital Center
New York City

Blythedale Children's Hospital
Valhalla, New York

The Children's Village
Dobbs Ferry, New York

City Hospital at Elmhurst
Queens, New York

Creedmore State Hospital
Queens, New York

Institute of Rehabilitation Medicine
New York University Medical Center
New York City

Kings County Hospital Center
Brooklyn, New York

Kingsbrook Jewish Medical Center
Brooklyn, New York

Lenox Hill Hospital
New York City

Letchworth Village
Thiells, New York

Lexington School for the Deaf
Jackson Heights, Queens, New York

Memorial Hospital for Cancer and
Allied Diseases
New York City

Montefiore Hospital and Medical Center
Bronx, New York

Oak Hill School
Hartford, Connecticut

Queens Hospital Center
Jamaica, New York

Roosevelt Hospital
New York City

University Hospital
New York University Medical Center
New York City

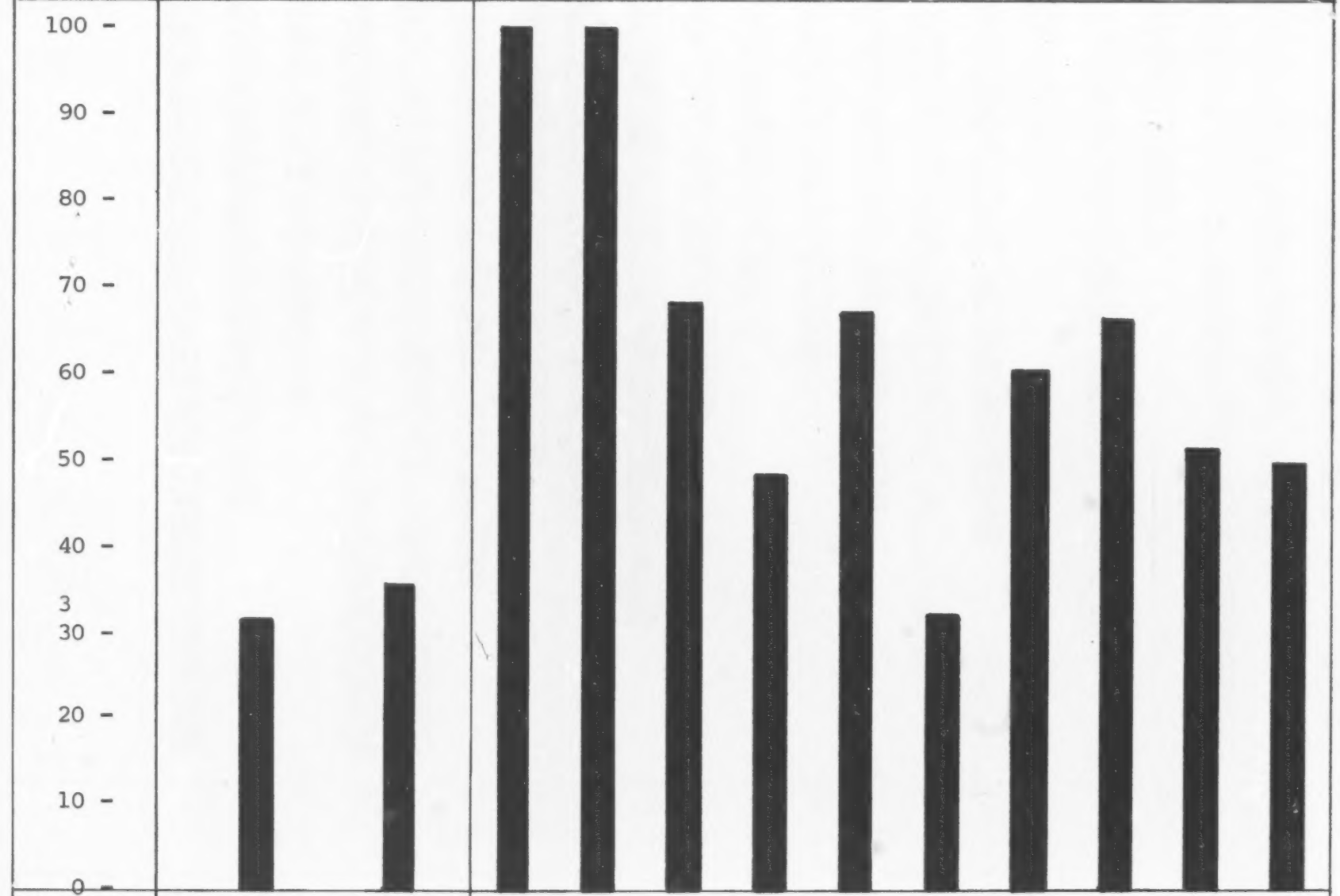
Appendix C

Weighting Indices for Criteria

Standard	Criteria	Weighting Index	Standard	Criteria	Weighting Index	Standard	Criteria	Weighting Index
1	a	9.1	12	a	9.3	21	a	9.5
	b	8.7		b	8.6		b	9.0
	c	8.1		c	7.9		c	8.1
	d	8.1						
			13	a	9.0	22	a	9.4
2	a	8.6		b	8.6		b	8.5
	b	7.0		c	9.0		c	7.3
	c	6.4					d	8.7
	d	8.7	14	a	8.9		e	8.4
				b	8.2			
3		8.8		c	9.1	23	a	8.5
4		8.1					b	8.9
5	a	8.7	15	a	9.2			
	b	8.9		b	10.0	24	a	8.5
	c	9.4		c	9.5		b	7.2
	d	8.2		d	9.4			
	e	6.8		e	8.7	25	a	7.6
							b	8.1
6	a	5.1	16		9.5		c	8.5
	b	8.3	17		9.3		d	7.4
							e	8.1
7	a	7.3	18	a	9.4		f	8.1
	b	6.1		b	9.4		g	7.2
	c	7.3		c	7.2			
	d	7.1		d	7.8	26	a	8.9
	e	8.0		e	6.7		b	8.7
				f	9.4		c	8.1
8	a	8.4					d	7.6
	b	9.2	19	a	7.5		e	8.9
				b	7.4			
9	a	9.0		c	7.4	27	a	8.9
	b	8.4					b	8.4
	c	9.0	20	a	8.1		c-(1)	7.5
	d	7.6		b	8.8		c-(2)	7.3
				c	8.5		c-(3)	5.9
10	a	9.1		d	8.4		d	8.1
	b	8.7		e	9.2			
	c	8.3		f	8.5	28	a	5.9
	d	8.5		g	8.2		b	5.2
				h	9.0		c	5.9
11	a	8.6		i	9.2		d	5.3
	b	7.5		j	8.9			
	c	7.4		k	9.2	29		7.5
	d	6.2		l	8.9			

Standard	Criteria	Weighting Index
30	a	7.7
	b	8.5
	c	8.0
	d	8.3
	e	8.6
	f	7.2
31	a	7.4
	b	6.5
	c	6.5
32	a	6.9
	b	6.2
	c	6.8
33A	a	7.2
	b	6.5
	c	5.4
33B	a	7.1
	b	6.5
	c	5.3
	d	5.3
	e	5.3
34	a	8.0
	b	8.0
35A		7.9
35B		7.7
36	a	8.2
	b	7.3
	c	7.1
	d	7.8
	e	7.4
37	a	8.9
	b	7.0
	c	6.6
	d	8.0
	e	8.9
	f	7.9
	g	7.6
	h	8.8
	i	7.9
38	a	8.3
	b	8.7
	c	8.1
	d	8.4
39	a	8.0
	b	7.6
	c	7.9
	d	8.7
	e	8.4
	f	8.4
	g	7.6
	h	7.9
40	a	7.7
	b	7.8
41	a	8.7
	b	5.8
	c	7.9
42		9.0
43		8.9
44	a	8.9
	b	8.9
45	a	8.1
	b	9.6
	c	8.2
	d	7.8
46		9.3
47	a	7.8
	b	5.4
	c	6.8
	d	6.9
	e	7.7
	f	7.6
48	a	8.0
	b	7.2
	c	6.5
	d	6.3
	e	7.0
	f	7.0
49	a	9.0
	b	9.4
	c	8.4
	d	8.7
	e	8.6
	f	7.5
	g	8.8
50	a	8.3
	b	8.4
	c	6.4
	d	8.6
	e	8.0
	f	8.0
	g	7.7
51	a	8.2
	b	8.6
	c	7.9
	d	8.2
52	a	9.0
	b	8.5
	c	8.4
	d	8.8
	e	8.7
	f	8.5
53	a	7.6
	b	7.9
	c	8.4
54	a	8.9
	b	7.7
	c	7.9
	d	9.0
55	a	6.9
	b	6.7
	c	6.7
	d	6.6
	e	6.7

	PHILOSOPHY AND GOALS Category Percentage Score - 33.70		ADMINISTRATION Category Percentage Score - 64.44									
Percentage Score	31.7	35.7	100	100	68.3	48.3	67.0	32.3	60.4	66.7	51.7	49.7
Standard	1	2	3	4	5	6	7	8	9	10	11	12
Weighting Factor	9.3	8.5	8.8	8.1	9.2	9.5	7.7	9.2	9.3	9.3	8.2	9.3

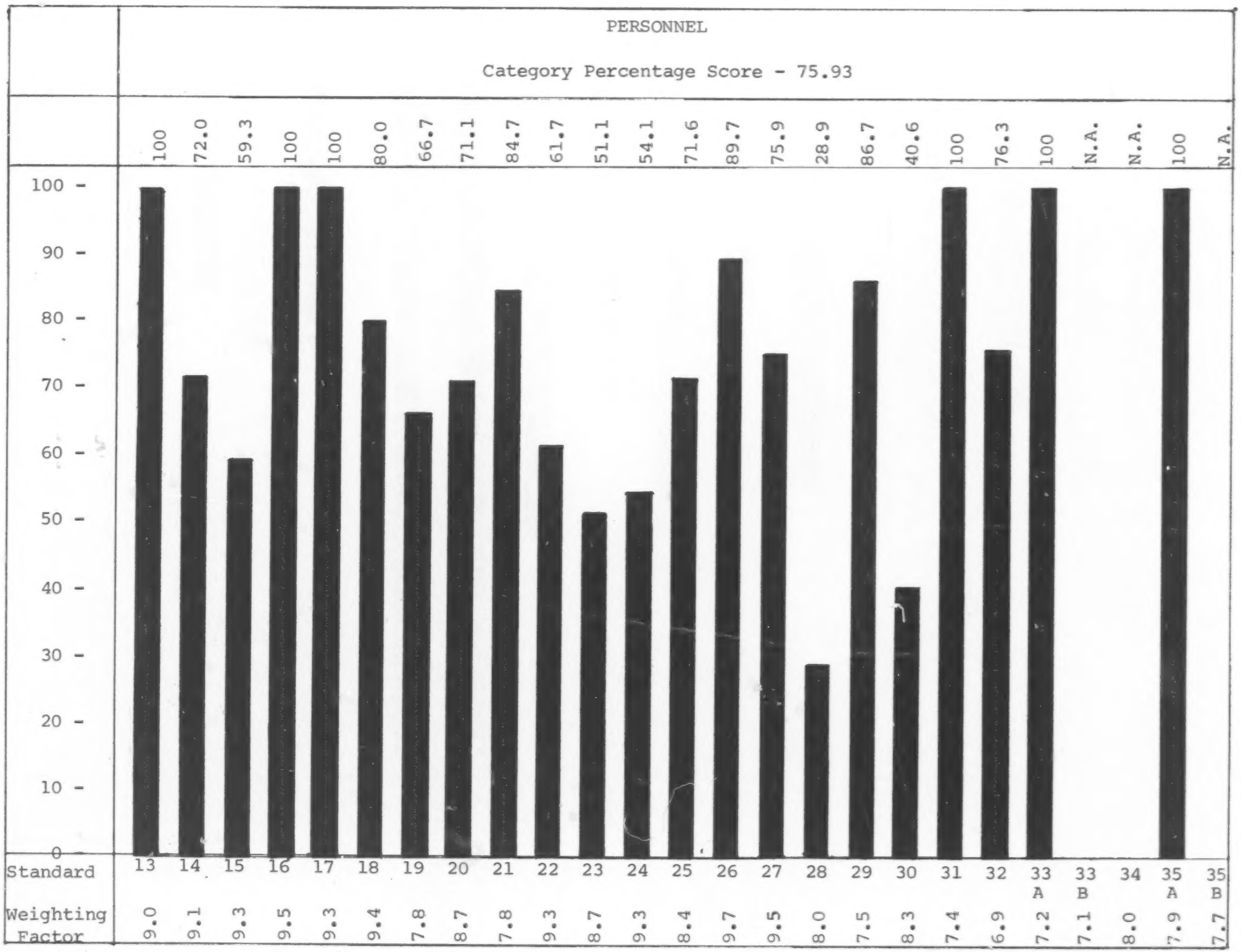


Total Percentage Score - 62.21

PERCENTAGE SCORE PROFILE CHART

PERSONNEL

Category Percentage Score - 75.93



	PROGRAMING Category Percentage Score - 67.10									AREAS, FACILITIES & EQUIPMENT Category Percentage Score - 78.99									EVALUATION AND RESEARCH Cat. Percentage Score - 53.10	
Per-centage Score	27.6	72.3	85.3	80.3	0.0	66.7	100	100	71.7	77.9	100	56.3	71.3	76.0	74.7	67.3	94.7	92.7	66.8	39.4
Standard	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
Weighting Factor	8.4	9.4	8.8	9.0	7.9	8.2	9.0	8.9	8.9	8.2	9.3	9.3	8.5	8.6	8.7	8.8	8.8	9.1	9.1	6.8